



KENTUCKY BOARD OF EDUCATION

JUNE BOARD NOTES

(NOTE: The agenda and materials for all Kentucky Board of Education meetings can be found on the board's online materials site at: <http://portal.ksba.org/public/Agency.aspx?PublicAgencyID=4388&AgencyTypeID=1>. Also, a recording of the June 2-3 sessions can be found at <http://education.ky.gov/KBE/meet/Pages/default.aspx>.)

Volume 23, No. 3 -- Report of the June 2, 2015, Special Meeting and June 3, 2015, Regular Meeting

COMMENTS FROM ROGER L. MARCUM, KENTUCKY BOARD OF EDUCATION CHAIR, REGARDING JUNE STUDY SESSION, JOINT MEETING WITH WEST VIRGINIA BOARD AND COMMISSIONER'S SEARCH

The June meeting was jam-packed with both action items and key topics that will lead to action at a later time. Some of these items are featured in the articles you will find below as part of this newsletter. However, I will focus on a few others that are worthy of mentioning in my remarks.



As part of the June 2 session, the board participated in a study session on “deeper learning” led by author, educational consultant and strategist, Dr. Monica Martinez. Dr. Martinez is co-author of the book, Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century. Board members read the book in preparation for the session and learned about what “deeper learning” actually looks like as well as policies that may need to be considered to promote this kind of learning in our state for the future. One of the outstanding parts of the session was hearing from representatives of ten of Kentucky’s Instructional Leadership Network districts on how deeper learning is being implemented in their schools and districts. The districts that were represented were Boone County, Corbin Independent, Danville Independent, Eminence Independent, Jefferson County Public Schools, Owensboro Independent, Owsley County, Shelby County, Taylor County and Trigg County. We commend each of these districts on participating in our study session and for their innovative work.

Then, on the evening of June 2, the Kentucky Board of Education and the West Virginia Board of Education participated in a joint dinner and idea exchange at a local Frankfort restaurant. Topics that were discussed included assessment and accountability, increasing academic achievement, effective communication strategies, standards review process, effective strategies for standards implementation, building on strengths and challenges for the future and potential areas for future collaboration by the two boards. The West Virginia Board also attended our June 3 session to see another state board's format for conducting its meeting.



Pictured are Commissioner Holliday and members of the West Virginia Board.

My final comments will focus on the status of the commissioner's search. On June 3, the board reviewed and discussed the input from the online survey that was open for two weeks (May 15-29) to gather feedback on its draft list of characteristics for the next commissioner. A total of 184 responses were received with many leaving specific comments for the board to consider. 93% of the respondents agreed with the characteristics that had been drafted by the board. Thus, the board chose to make no changes to its list but to use the specific comments from the survey to inform the interview process and potential questions to pose to candidates. The board appreciates all of the feedback it received and the interest shown in this tremendously important search process.

Additionally, at the June 3 session, the board met with search firm representatives and agreed to a schedule for the search. Thus, the following dates and activities have been set but are subject to change if circumstances come up that require a revision:

- August 5 – Prospect review meeting to go through the applications with the board and select candidates for the first round of interviews
- August 14-15 – Round-one of interviews with the board
- August 25 – Reference feedback meeting/selection of finalists
- August 28-29 – Round two of interviews with the board



From left to right are Shelley Feather, Betty Asher and Jan Greenwood, search firm representatives.

The advertisements for the position will soon appear in both state and national online sites and some print publications. We are moving forward as quickly as possible but the main objective is to choose the very best person available to move Kentucky's college- and career-ready agenda forward.

REVISIONS TO THREE REGULATIONS APPROVED IN JUNE

As part of the June 2-3 meeting, the Kentucky Board of Education approved revisions to the following three regulations:

- 704 KAR 3:303, Kentucky Academic Standards (Arts) – The National Core Arts Standards were selected to replace the current arts standards in order to meet the requirements of Senate Bill 1 (2009). Due to constituent feedback, an online review was opened from November 1 – December 4, 2014, to gain additional feedback from Kentucky stakeholders on the arts standards. Highlights of the feedback included:
 - 982 stakeholders viewed the standards offering 299 comments.
 - Each art form (dance, media arts, music, theatre, visual arts) was reviewed separately. Reviewers had the option to review as many art forms as they wished.
 - An example of respondents (visual arts) included: 31% KY parents, 27% KY citizens, 57% visual arts teachers, 21% teachers in other content areas, 5.25% higher education, 2% business/industry, and 2.5% KY partner/advocacy groups. Other art forms reflected a similar breakdown in percentages with the exception of media arts.
 - Range in agreement with the standards (“OK as is”) was 89.47% to 96.7% across the five art forms, with an average approval across all arts standards of approximately 93.14%.
 - 124 of 173 KY school districts were represented across all of the art forms.
 - The lowest rated standard was a 4th grade dance standard dealing with creating and solving a dance problem using the elements of dance with an agreement rating of 68.42%. No comments or suggestions for improvement were offered.
 - Expressed areas of concern were not directly related to any specific standard but centered on the need for professional learning and program support.

Kentucky Department of Education staff indicated that study of and professional learning related to the new arts standards by teachers and administrators will begin this summer. Staff also indicated that the new arts standards will not become part of accountability through Program Review until 2016-17.

- 705 KAR 4:041, Work-Based Learning Program Standards – Historically, this regulation guided the policy around the most prevalent form of work-based learning, cooperative education. The revisions are meant to extend beyond the boundaries of just cooperative education and be more inclusive of all forms of work-based learning. Additionally, the Kentucky Work-Based Learning Manual was revised and incorporated by reference into the regulation.
- 702 KAR 7:065, Designation of Agent to Manage Middle and High School Interscholastic Athletics and Revisions in KHSAA Bylaws – The proposed revisions to the regulation include those proposals that received the required 2/3 vote from Association members at the September 29, 2014, Annual Meeting and those that received approval by the KHSAA Board of Control; emergency changes to the bylaws and policies of the KHSAA related to football practice; and clarification to the middle school provisions in the regulation indicating these are school-based and apply to all middle school interscholastic athletics.

These regulations will now proceed through the public hearing and legislative committee review processes.

For more information on these regulations, contact the following:

- 704 KAR 3:303 – Associate Commissioner Amanda Ellis, 502-564-9850, ext. 4151 or e-mail her at Amanda.ellis@education.ky.gov
- 705 KAR 4:041 – Associate Commissioner Dale Winkler, 502-564-4286, ext. 4233 or e-mail him at dale.winkler@education.ky.gov
- 702 KAR 7:065 – Associate Commissioner Kevin Brown, 502-564-4474, ext. 4814 or e-mail him at kevin.brown@education.ky.gov

PROGRAM REVIEW AUDIT PILOT RESULTS REPORTED

Associate Commissioner Amanda Ellis and Division Director Karen Kidwell reported to the board on the results of the pilot conducted on the proposed Program Review Audit process. It was conducted in March and April 2015 in eight schools located across the state, two in each of the four program review areas. A four-person team accessed information in ASSIST and reviewed evidence submitted by selected schools to support their 2013-14 school year ratings in advance of a site visit where interviews and other relevant information and evidence were examined on-site.

The overall findings/patterns from the pilot were:

- “Schools across the state are having difficulty matching evidence with the language of the Program Review Rubric. Moreover, schools are not familiarizing themselves with the rubric language enough to be able to understand what would constitute reasonable/defensible evidence.
- Schools are still viewing the Program Reviews as an “extra,” not as a documentation of their program – whether it is writing, K-3, arts & humanities, or practical living/career studies. There is not school-wide buy-in when it comes to the Program Review process as a means for continuous improvement.
- The data results demonstrate an over-scoring issue that is consistent for most schools in the audit process. Statistically, the disagreement rate averaged 58% in total. This finding indicates that schools do not understand the criteria for evaluating their programs. One recommendation from this pilot is to encourage schools to revisit the purposes of program reviews, which include:
 - improving the *quality* teaching and learning for all students in all programs
 - allowing equal *access* to all students to the skills that will assist them in being productive citizens
 - allowing student *demonstration* of understanding beyond a paper-and-pencil test
 - ensuring a *school-wide natural integration* of the program skills across all contents, beyond the program areas.
- Providing triangulated sources of evidence was more sufficient than a single source to verify practice and program improvement. For example, meeting notes from a Professional Learning Community meeting describing focus or purpose, next steps, follow-up, impact of implementing a strategy, refinement, etc.; a leadership team’s walkthrough notes of classroom observations and suggestions for improvement; and teacher reflections on professional learning impact on their practice and/or influence on student work could be three possible sources that support a rating.

- Aligning evidence to each of the components within a characteristic is critical when self-scoring. Attending to the language of the rubric not only provides scoring criteria, but provides next steps to improvement.
- Devising effective structures to plan, implement and evaluate programs systemically helped schools align evidence to the rubric.
- Scoring by schools was generally higher than those of the audit team. (No scores were changed during the pilot; however, suggested ratings for each characteristic based on evidence submitted for review and the on-site visit were offered in each school's report)."

Board members expressed serious concerns about the findings and the issues that continue to be associated with subjectivity and self-scoring. They indicated that districts must be notified of these issues and how to access or design professional learning on Program Reviews. Department staff were asked about what the next steps should be.

The central recommendation from staff was to fix the issues through additional training to promote better understanding of how to implement and score Program Reviews. Associate Commissioner Amanda Ellis emphasized the importance of improving the quality of programs through a continuous improvement process. She stated that the plan is to audit 24 schools, 6 in each of the four content areas of writing, arts and humanities, practical living/career studies and K-3, during the 2015-16 school year.

For more information on these audits, contact Associate Commissioner Amanda Ellis at (502) 564-9850, ext. 4151 or via e-mail at Amanda.ellis@education.ky.gov.

2015 TELL KENTUCKY SURVEY RESULTS REPORTED

The Kentucky Board of Education heard preliminary findings from the 2015 TELL Kentucky Survey shared by Ann Maddock, New Teacher Center Senior Advisor of External Affairs. In a continuing effort to examine teaching and learning conditions, the Kentucky Department of Education and a coalition of educational partners worked with the New Teacher Center in the third administration of the survey.

Maddock reported that nearly 45,000 educators (89 percent) in the state participated in the 2015 survey. She pointed out this was up by two percentage points from the 87 percent responding in 2013.

Highlights of this year's preliminary findings include:

- "For all but one construct (Time), more than four out of five educators (80 percent) agree the conditions that research demonstrates are critical for teacher success are in place.
- Despite the largest percentage point increase from 2013 (5 percentage points), Time remains the least positively viewed construct area measured by the TELL survey at 73 percent agreement.
- Instructional Practices and Support continues as the most positively viewed construct in Kentucky at 88 percent agreement.

- The six conditions least positively viewed in 2013 each improved more than 4 percentage points in 2015.
- In 2013, fifty-six percent (56 percent) of respondents agreed that efforts were made to minimize the amount of routine paperwork teachers were required to do. This was the least positively viewed condition in 2013. In 2015, the agreement rate for this item increased more than five percentage points to 61 percent.
- More than two-thirds of educators in 2015 (68 percent) indicate that professional development is evaluated and results are communicated to teachers compared to about six out of 10 educators (61 percent) two years ago.
- Nearly all educators (99 percent) agree that the curriculum taught in their school is aligned with Kentucky Academic Standards.
- Seventy-one percent of respondents agree in 2015 that state assessment data are available in time to impact instructional practices, an increase of 7 percentage points from 2014 (64 percent).
- All questions in the Time construct increased in agreement since 2013.
- Seven out of 10 educators (70 percent) report that class sizes are reasonable such that teachers have the time available to meet the needs of all students compared to 64 percent in 2013.
- Despite a five-percentage-point increase in agreement from 2013 that efforts are made to minimize the amount of routine paperwork teachers are required to do, 38 percent of educators still do not agree that this condition is in place.

Ms. Maddock noted that a series of tools are available to schools and districts to generate a dialogue on improving teaching and learning conditions as part of their school and district improvement planning processes. She also shared that further analyses and reports will examine teaching and learning conditions across the state as well as their connection to key student outcomes and teacher retention. All resources and reports can be found at www.tellkentucky.org.

For more information on this topic, contact Associate Commissioner Amanda Ellis at (502) 564-9850, ext. 4151 or via e-mail at Amanda.ellis@education.ky.gov.

CTE FUNDING STUDY PRESENTED

“First Things First, A Funding Analysis of Kentucky’s Career and Technical Education System” was presented to the Kentucky Board of Education by representatives of Thomas P. Miller and Associates, the company that conducted the study. The board learned that the study “... extends the work of several recent studies of the state’s CTE programs and funding policies by:

- Summarizing and analyzing the various ways Kentucky’s CTE programs, technical centers and schools are funded with state and federal dollars,
- Defining what is adequate and equitable CTE funding, and

- Exploring what it means to have a unified, world-class CTE system and what resources, policies and questions must be addressed to move in that direction.”

Recommendations from the study are:

1. “Base funding for CTE on state goals and business and industry needs
2. Convene a committee to explore ways of funding locally-operated and state-operated centers equally
3. Provide adequate funding for CTE programs to accomplish state priorities
4. Create a proactive, intentional process of funding large equipment purchases and maintaining and/or upgrading current equipment
5. Allow locally-operated centers and schools to set a budget for the entire school year
6. Consider an additional per-pupil funding formula weight tied to state-prioritized occupational and program areas based on state and regional industry needs
7. Explore CTE performance funding”

Department staff indicated that the State CTE Advisory Committee is supportive of the findings and directed that a subcommittee be developed to provide funding models for the advisory committee to consider at its August meeting.

For more information on this agenda item, contact Associate Commissioner Dale Winkler at (502) 564-4286, ext. 4233 or via e-mail at dale.winkler@education.ky.gov.

JOSEPH W. KELLY AWARD PRESENTED TO PAINTSVILLE BUSINESSMAN

In 2000, the Kentucky Board of Education established the Joseph W. Kelly Award to be conferred annually on a businessperson or an organization that has offered outstanding leadership and service toward promoting school improvement and equity of educational opportunity for Kentucky’s children at the school, community and/or state levels. Mr. Kelly was present at the award ceremony.

This year’s winner was Bob M. Hutchison, Owner of McDonald’s of East Kentucky. Some of the reasons he was selected were:

- Bob embraces the task of helping all children achieve at high levels;
- He has served on the Johnson County Board of Education since 1994 and is its current chair;
- Bob has donated over one million dollars to area schools and also has placed a focus on helping students develop leadership skills and connecting schools and communities;
- Bob’s greatest contribution is his donation of time to help students. He served as chair of the Boy Scouts of America Lonesome Pine District and still organizes events to support the organization. He also serves on the Johnson County CTE Steering Committee where his business expertise has helped to shape career pathways that offer multiple opportunities for student success.

For more information on the Joseph W. Kelly Award, contact Mary Ann Miller at (502) 564-3141, ext. 4840 or via e-mail at maryann.miller@education.ky.gov.



Pictured are Bob Hutchison, Joseph W. Kelly Award winner (second from left), and Johnson County school officials.

ALTERNATIVE PROGRAMS OF DISTINCTION RECOGNIZED

As part of the June 2 session, the Kentucky Board of Education honored 11 local district programs as Kentucky's Alternative Programs of Distinction. Those programs were:

- Boyd County – Ramey-Estep High School
- Bullitt County – Bullitt Alternative Center
- Calloway County – Calloway County Day Treatment and Calloway County Alternative Education Center
- Christian County – Christian County Alternative School
- Covington Independent – Covington Independent Alternative Education Program
- Fayette County – The Learning Center at Linlee
- Jefferson County – Western Day Treatment and Maryhurst
- Jessamine County – The Providence School
- Laurel County – The McDaniel Learning Center

In order to be eligible to receive the recognition, school districts nominated their programs based on criteria developed by KDE and the Innovative Pathways for Success Cadre. A three-member panel screened the applications and the finalists received site visits from a three-member team.

Each program selected as an Alternative Program of Distinction was awarded \$1,000 for instructional support and presented with a certificate of recognition. Information on the schools also will be posted on the KDE website, so that other schools can use the programs as models.

For more information on this program, contact Associate Commissioner Kelly Foster at (502) 564-5130, ext. 4001 or via e-mail at Kelly.foster@education.ky.gov.

OTHER ITEMS APPROVED BY THE BOARD IN JUNE WERE:

- Minutes from the April 1, 2015, regular meeting and May 7, 2015, special meeting

- New District Facility Plans for Adair County, Allen County, Ashland Independent, Ballard County, Berea Independent, Bracken County, Cloverport Independent, Dayton Independent, Edmonson County, Estill County, Frankfort Independent, Garrard County, Harrison County, Hazard Independent, Henry County, Jackson Independent, Madison County, McCracken County, Morgan County, Rowan County, Simpson County, Spencer County, Trigg County, Union County, Wayne County and West Point Independent School Districts
- 2016 Kentucky Minimum Specifications for School Buses
- Request for approval of school district indirect cost rates for fiscal year 2015-16
- 2014 Report, 2014 Exceptions and 2016 Plan as Required by 702 KAR 1:115, Annual In-Service Training of District Board Members
- Letter to be drafted by KDE's General Counsel to those local school board members who were not granted an exception for completion of their training hours
- KETS FY 2016 Unmet Need for LEAs
- FY 2016 KETS Expenditure Plan
- Kentucky Writing Program Advisory Appointments
- Appointments to the State Textbook Commission
- 2015-16 Preschool Funding Process and Funding Rates
- Certification of Non-Public Schools
- Waiver Request from Jefferson County Public Schools for 704 KAR 3:303, Required Core Academic Standards
- Statement of Consideration for 704 KAR 5:070, Common Kindergarten Entry Screener
- Statement of Consideration for 704 KAR 3:370, Professional Growth and Effectiveness System

OTHER ITEMS REVIEWED IN JUNE WITH NO ACTION TAKEN WERE:

- 2016-18 Biennial Budget Update for the Kentucky Board of Education
- 702 KAR 1:170, School District Data Security and Breach Procedures (First Reading)
- Status Update on School Districts in State Assistance
- Status Update on State Management in the Breathitt County School District
- Discussion and idea exchange on areas of mutual interest with the West Virginia Board of Education
- Non-Traditional Instructional Program Update
- Hearing Officer's Report on regulations
- KDE Employment Report (All offices except Office of Career and Technical Education)
- Office of Career and Technical Education Employment Report
- Strategic Plan Update
- Kentucky's Plan to Close Achievement Gaps Through Novice Reduction
- Discussion of commissioner's search process

MEETING DATES FOR 2015 AND 2016

Future KBE Regular Meeting Dates for 2015

August 5-6, 2015	KBE Retreat and Regular Meeting	Frankfort
October 5-6, 2015	Commissioner's Evaluation Discussion and Regular meeting	Frankfort
December 9, 2015	Regular meeting	Frankfort

KBE Regular Meeting Dates for 2016

February 3, 2016	Regular meeting	Frankfort
April 13, 2016	Regular meeting	Frankfort
June 8, 2016	Regular meeting	Frankfort
August 3-4, 2016	KBE Retreat and Regular meeting	Frankfort
October 4-5, 2016	Commissioner's Evaluation Discussion and Regular meeting	Frankfort
December 7, 2016	Regular meeting	Frankfort

For more information on the board's meeting dates, contact Mary Ann Miller at (502) 564-3141, ext. 4840 or via e-mail at maryann.miller@education.ky.gov.

The actions described above were taken in open session of the Kentucky Board of Education at the June 2, 2015, special meeting and June 3, 2015, regular meeting, conducted in Frankfort, Kentucky. This information is provided in summary form, and an official record of the meeting is available on tape in the permanent records of the Kentucky Board of Education, First Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. These records are open for inspection Monday through Friday, 8:00 a.m. - 4:30 p.m.

For additional information about the Kentucky Board of Education meetings, agendas, minutes or special accommodations needed for attending meetings, contact Mary Ann Miller, Kentucky Board of Education Executive Director, at (502) 564-3141, ext. 4840.

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